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AUTHOR Sexton, Carl N.
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ABSTRACT

The report describes the implementation of a university-based cooperative program with business and industry designed to allow occupational education teachers the opportunity to upgrade skills and gain work experience. The introduction describes the evolution of the project and its aims to maximize cooperation among classroom teachers, administrators, business and industry, and the university for their mutual benefit. A chapter on procedures describes the formation of an inservice cooperative education committee at the University, the pre-session orientation meeting, the selection of teacher-participants, the details of the inservice work experience for academic credit program, the activities of teacher-participants, the evaluation conference, and other related activities. The final chapter discusses the increased awareness of the value of inservice work experience; describes the advantages of the program to teachers, administrators, business, and industry; and recommends the further development of such programs. Comprising one-half of the report, the appendixes include pre-session conference materials, information sent to teacher-participants, responses of teacher-participants regarding inservice work experience, followup questionnaire responses, and a sample teacher-participant report to her local school board. (JR)

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COOPERATIVE EDUCATION

# Implementation of a Model of Inservice Work Experience for Occupational Educational Teachers

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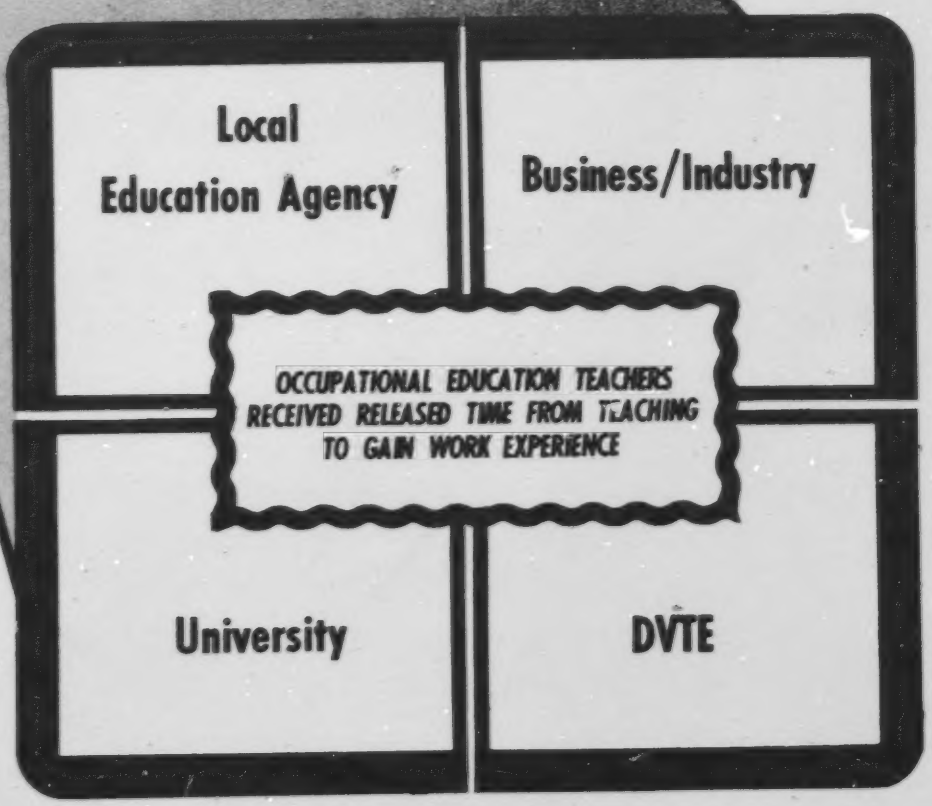


Eastern Illinois University

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FINAL REPORT
Project No. PCE-A5-025

# THE UNIVERSITY AS THE ADMINISTRATIVE UNIT FOR ARRANGING INSERVICE WORK EXPERIENCES OF OCCUPATIONAL EDUCATION TEACHERS

by

Carl N. Sexton

Department of Health Education
Eastern Illinois University
Charleston, Illinois

January, 1975

The project of Inservice Work Experience for Occupational Education Teachers was conducted pursuant to a contract with the Professional and Curriculum Development Unit, Division of Vocational and Technical Education, Board of Vocational Education and Rehabilitation, State of Illinois.

DOCUMENT RESUME

One primary reason that a business and educational partnership which would result in occupational education teachers gaining work experience has not occurred is due to the lack of an administrative structure and funding of inservice education. This Inservice Cooperative Education Program had an administrative unit to publicize the program, to identify participants, to assist in the determination of individual objectives and work stations, to supervise work experience activities, and to arrange for academic credit. There was financial support for the conducting of the program and providing incentives for teachers to enroll. Local school district administrators agreed to release teachers from their normal teaching duties and business/industrial personnel gratiously consented to provide work experiences, personnel time, and business forms and materials.

One purpose was to refine, expand, and implement the model developed in a previous study titled "Inservice Work Experience Internship Program for Occupational Education Teachers" completed on the Eastern Illinois University campus during the spring, 1974. However, this project was to reach a larger number of teacher-participants including vocational guidance counselors, to enlist faculty members from various occupational education departments, to provide teacher-participants the opportunity to gain credit by completing curriculi activities, and to consider ways these types of activities might be continued at the University.

A committee, composed of representatives from the Department of Business Education, the Department of Health Education, the School of Home Economics, the Department of Educational Psychology and Guidance, and the School of Industrial Arts and Technology were to determine specific guidelines for program implementation. Twenty-six occupational education teachers, representing the five major occupational areas and vocational guidance, were recruited and selected to enroll in the programs. The committee assisted participants in determining work experience needs, in identifying work stations, in contacting and seeking agreements with employers for planned experiences, and in supervising participants in curriculum activities for credit.

Participating teachers reported that the program activities provided excellent educational experiences. They were enthusiastic about the cooperation among the participating groups--university, local education agency, and business/industry. Throughout the study, teacher-participants vividly described how their experiences have helped them to improve their understanding of their field; how these experiences provided excellent relationships with business/industrial personnel; and how these experiences could be applied to classroom instruction. Most surprising was the extensiveness to which these teacher-participants were utilizing their business/industrial contacts as speakers, for plant tours, as work stations, and so forth.

Work experience activities conducted in this geographical area have resulted in the identification of university staff members, of secondary occupational education teachers, of local school administrators, and of business/industrial personnel who support this concept of occupation teachers continuing their professional growth through periodic structured

programs of inservice work experiences. These people provide the foundation for further growth of similar programs. It is strongly recommended that university personnel continue to identify and initiate other inservice cooperative education programs; that local area superintendents consider periodic work experience as a vital part of staff development; that occupational education teachers strive for greater interaction with business/industry in order to be relevant in their classroom instruction; and that the Division of Vocational and Technical Education continue to provide leadership and support for greater participation of teachers in activities of inservice work experience.

ACKNOWLEDGMENTS

One result of this project was an increased awareness of many people of the value of inservice work experience. Therefore, in completing the acknowledgment it is necessary to recognize many people.

Appreciation is expressed to Mr. Wm. Reynolds, Coordinator, Professional and Curriculum Development Unit, Division of Vocational and Technical Education and Dr. Charles Hempstead, E.P.D.A. State Supervisor for their recognition of the need for inservice education and the continued support of this program.

The members of the Inservice Cooperative Education Committee, composed of Dr. Thomas Elliott, Dr. Evelyn Melloh, Dr. Gene Strandberg, and Mr. Jerry Zachary, accepted project responsibilities in addition to their regular teaching and administrative duties. Your efforts were greatly appreciated.

The twenty-six teacher-participants who desired to gain experiences which might improve their instructional program should be recognized for their efforts. As one administrator said, "These teachers care!"

The school administrators are to be commended for their recognition of the value of inservice work experiences and allowing personnel to participate in the program.

Business and industrial personnel, of which there were almost 100, should be congratulated for their concern about vocational education programs and their assistance to teacher-participants. You received an excellent rating.

Appreciation is also expressed to members of the Evaluation Committee who listened attentively to twenty-six participants describe their programs and to members of the Occupational Teachers Education Committee for your contributions and support. Special thanks is directed to Mr. Wm. Spencer, Blaw Knox Corporation and Mr. James Stirret, Firestone Tire and Rubber Company for their cooperation; to Mrs. Ethel Thomas, Shelbyville High School and Mrs. Jo Blair, MacArthur High School, two teachers who made an excellent presentation in Springfield describing their inservice work experience program; to Mr. Gene Purdy, Mattoon High School for his assistance in developing individual programs; and to Dr. Jack Richardson, Chairman, Department of Health Education for his continued support.

The coordinator desires to thank Mrs. Edna Boutwell, Mrs. Judy Sherman, and Mrs. Kay Giberson for their special effort in completing secretarial tasks and typing the final report.

The coordinator deeply appreciates the expression of assistance and support from Dr. Charles Joley and Mrs. Joyce Felstehausen and is deeply indebted to Mary Lou for her achievements in her work experience program.

Carl N. Sexton

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# CHAPTER I

## INTRODUCTION

In this era of dynamic and rapid change in business/industry, occupational education teachers are caught in the dilema of how to stay relevant. Industrial tools and techniques change; business procedures are more sophisticated; and skills required to complete various tasks may become simplified or more complex. Awareness of these changes is extremely difficult as there is no precise system of dissemination of information or of acquisition of new skills. Add to this fact the realization that most of the information about job processes or the learning of job skills can only be obtained in the job situation.

### Support of the Concept of Inservice Work Experience

One significant approach to maintaining high levels of teacher competency would be the development of inservice work experience programs. Inservice education, as defined by Hill "is the continuing education of a person who has developed the basic competencies required by entry into a position on the teaching team."[1] Teacher educators interpret this definition as meaning professional education beyond the bachelors degree.

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[1] Hill, Alberta D., "Assumptions underlying Inservice Vocational Teacher Education Programs" in Changing the Role of Vocational Teacher Education, Evans, Rupert N., and Terry, David R., Editors, McKnight and McKnight Publishing Company, Bloomington, Illinois, 1971, p. 75-83.

Inservice work experiences are educationally planned programs designed to provide broad occupational experiences and are achieved through cooperation with business/industry. In this report, work experiences are referred to as observational and/or hands-on experiences occurring in a business/industrial setting.

The major goal of inservice teacher education is the improvement of instruction which will ultimately better prepare students to enter the world of work. The support for planned work experience, as a component of inservice teacher education, is often not considered by teachers, local administrative personnel, and university personnel. The actual implementation and continuous support of programs of inservice work experience for a broad spectrum of vocational personnel has not been realized as an essential element in the development of a professional staff who are cognizant of the current state of business/industry.

Although there are few recognized programs of inservice work experience for teachers, the literature contains many statements that lend support to the concept of planned work experiences in inservice education programs for vocational personnel. Hill describes ten assumptions implicit in the upgrading of vocational education. The first assumption emphasized the need for inservice education.

> It is imperative that vocational educators continue to improve their performance and to keep up-to-date in: (a) The discipline(s) which provide the subject matter, the basic knowledge for an occupation, (b) the occupational field which is the source of the skills, procedures, and knowledge for occupational education, and (c) new educational processes and methods derived from current research and experimentation.[2]

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[2]Ibid., p. 75-83.

Hill further stresses that keeping abreast of knowledge of the field does not insure an understanding of the practical application of this knowledge in employment situations. The educator must have the ability to use and understand theory and understand modern practical methods, organizational structure of business, and utilization of equipment which is gained in employment situations.

Putney[3] describes ways which inservice programs might be improved. In relationship to teaching office occupations, he believes that office experience is highly desirable for adequate content presentation in the classroom. The more varied the experience the better; but in any case, there is no substitute for on-the-job office experience. Other sources reveal these opinions:

> Basic reasons for providing actual job experiences. Job exploration: To find out what the adult world demands. . . . Skill application: To test out what has been learned, to test theory (principles) against actual practice. Skills development: To learn skills on equipment and systems not available in the school. . . .[4]

> High quality supervised occupational experience will probably be the key to the success of vocational agriculture.[5]

> Counselor testimony regarding the unique feature of this project--the work sample exposure--indicated that more knowledge was garnered about careers and career training through this experience than had ever been gained through books or formal guidance classes.[6]

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[3]Putney, A., "Secretarial Teachers Need Office Experience," Business Education World, Vol. 47, June, 1967, p. 14+.

[4]Haines, P. G., "Reality of Job Experience Projects," Business Education Forum, Vol. 26, February, 1972, p. 24-25.

[5]Woodin, R. J., "Occupational Experience in Agricultural Education," American Vocational Journal, Vol. 42, September, 1967, p. 25-27.

[6]Counselor Awareness Program for Vocational Education. Final Report, Kanawha County Board of Education, Charleston, West Virginia, 1972. (ED 068 652)

These sources explicably support inservice work experience programs.

A need for inservice work experience has been expressed. Business/industry has been extremely cooperative in the past in providing work stations and opportunities for occupational teachers and will continue. There are some problems in pursuing certain types of activities where confidentiality needs to be maintained or a teacher desires to be part of production in a union shop. However, the concern about the products of local school districts and a desire to assist in their preparation are incentives for business/industrial involvement. The major problem seems to be the lack of communications and the need to develop a stronger partnership between business/industry and vocational education.

Connolly and Maquire[7] describe a unique research model titled Employer-Based Career Education which utilizes the services of business and industry in career exploration. They believe the vast potential of employers for providing career education has never been fully exploited or even systematically explored. They expressed the following views:

> . . . employers of all kinds are beginning to recognize an obligation to contribute to the educational process.
>
> Most employers are uncertain about the role they might play in the educational process; communication between educators and employers is typically poor; administrative and legal barriers sometimes hinder close cooperation; and some employers are unable or unwilling to risk financial loss. Therefore, a central problem of the present effort is to explore the extent to which employers can contribute to education.

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[7]Maquire, Louis M. and Connolly, John A., "Employer-Based Career Education: The RBS Model" in Sixth Annual National Vocational and Technical Education Seminar Proceedings, Gorman, Anna M. and Clark, Joseph F., Editors, The Center for Vocational and Technical Education, Ohio State University, Columbus, Ohio, March, 1973, p. 41-61.

> There are as many reasons for employer participation in the program as there are employers willing to participate. Some employers recognize an obligation to contribute to education; others are motivated by public relations; and still others influenced by strong appeal from the local Chamber of Commerce. Tax credits, financial reimbursement for expenses, the possibility of getting better trained employees, the belief that business can educate students better than schools--all play a part in the decision of some companies.[8]

Connors, a corporate director, expresses the opinion "that industry is more willing to be a part of a system which will insure such development. It's to industry's advantage to have well-trained effective teachers in our vocational school systems."[9] At a conference on personnel development, the speaker stated, "Come to industry and ask for assistance in training vocational teachers in almost any area and industry will respond quite positively. That is something it's capable of doing and quite well."[10] Although there may be some problem in placement in union shops or in health facilities, in general one can say that business/industry has assisted in the past and there is no indication that they will be less likely in the future.

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[8]Gorman, Anna M. and Clark, Joseph F., Editors, Sixth Annual National Vocational and Technical Teacher Education Seminar Proceedings, The Center for Vocational and Technical Education, Ohio State University, Columbus, Ohio, March, 1973, p. 197.

[9]Connors, John F., "Industrial and Vocational Education - Partners?" in Competencies of Teachers: Vocational Education Shows the Way, Evans, Terry, and Thompson, Editors, U. S. Government Printing Office, Washington, D. C., 1972, p. E-9.

[10]U. S. Department of Health, Education, and Welfare, Comprehensive Vocational Education Personnel Development and Utilization, Office of Education/Bureau of Adult, Vocational and Technical Education, U. S. Government Printing Office, Washington, D. C., 1972, p. 239.

Responsibility for Inservice Education

Educators recognize the importance of including planned work experiences in continuing programs of inservice education. It has been pointed out that business and industry has cooperated in various types of skill upgrading and work experience. However, there has not developed any extensive program of inservice work experience or internship for teachers. Who is responsible for providing a means so skill upgrading and work experience may be achieved?

Evans' feels that "the responsibility for inservice education falls squarely on the shoulders of the individual teacher."[11] He recognizes that local school districts, professional and occupational organizations, state education agencies, employers of vocational education students and institutions of higher education all have obligations to provide opportunities that meet the teacher's need. However, a major weakness stressed by Evans is the lack of effective administrative structures to facilitate inservice education planning.

Keller[12] implies that there is a move toward inservice education being planned and conducted by local education agency especially in states where laws permit LEA's to provide inservice education for certification renewal credit. The concept of the LEA playing this role becomes

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[11] Evans, Rupert N. and Terry, David R., Changing the Role of the Vocational Teacher Education, McKnight and McKnight Publishing Company, Bloomington, Illinois, 1971, p. 194.

[12] Keller, Louis J., "Preservice Preparation of Teachers for Career Education" in Sixth Annual National Vocational and Technical Education Seminar Proceedings, Gorman, Anna M. and Clark, Joseph F., Editors, The Center for Vocational and Technical Education, Ohio State University, Columbus, Ohio, March, 1973, p. 119.

more understandable as elementary and secondary education staff members complete a terminal degree, become tenured, and become permanently located. A belief that a trend as described should motivate colleges and universities to consider extending their services off-campus is expressed.

Some university faculty staunchly oppose any program whereby faculty would organize and supervise work experiences or give graduate credit for these types of inservice education experiences. Contrary to this position, Stadt expresses the need for the recognition of planned work experiences.

> Advanced work experience must be the mode not the rarity for master teachers at the 11-14 levels of career education. Summer work experience for orientation-level and K-8 teachers should also be rewarded. Counsellors and other ancilliary personnel could benefit more from experiences in firms and agencies in the employment community than they do from many university-sponsored experiences. Universities will need to acknowledge other than regular credit producing experience in masters degree programs. Hopefully, there will be contractual, partnership relationships between universities, local agencies, D.V.T.E., profesional associations, and hardware and software suppliers to undertake the continual updating function.[13]

If one feels that teaching is truly a profession, then the code of ethics of such a profession would specify that a person in the profession has the obligation to continue academic pursuits and be cognizant of change. This places the responsibility for up-dating on the shoulders of the teacher. However, it is virtually impossible for each teacher to design, develop, and implement every phase necessary for his/her continuous professional growth without support from many sources. Graduate programs at professional institutions were designed so teachers could

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[13]Stadt, Ronald W., "Acquiring and Maintaining Competencies Through Other Sources" in Competencies of Teachers: Vocational Education Shows the Way, Evans, Terry, and Thompson, Editors, U. S. Government Printing Office, Washington, D. C., 1972, p. H-8.

continue their education; vocational education workshops have been sponsored by the Division of Vocational and Technical Education to provide opportunities for personnel development; and planned inservice education programs have been conducted by local education agencies for similar reasons.

To say that each teacher has the sole responsibility for maintaining relevancy without an effective administrative structure that facilitates the inservice education planning is too idealistic and very impractical. This seems especially true during the past few years with emphasis on career education and occupational changes as teachers have been faced with preparing for expanding curriculi offerings and new teaching assignments. Although teachers have received greater financial benefits and certain fringe benefits, their classroom teaching schedules are very demanding and allow limited time and energy to increase competencies. Local school districts, state educational agencies, and institutions of high learning must assume their responsibility to provide opportunities and incentives for teachers to meet their professional obligations.

Project Objectives

The purpose was to refine, expand and implement the model developed in a previous study titled "Inservice Work Experience Internship Program for Occupational Education Teachers" completed on the Eastern Illinois University campus during the Spring, 1974. The previous mentioned study had as its major objective the designing and developing of a cooperative program with business and industry which would allow teachers the opportunity to up-grade skills and gain work experience. There was some

question prior to this investigation whether teachers could receive approval of released time from administrators and school boards and whether business/industrial personnel would cooperate.

The results of that study indicated that an inservice work experience program could be developed. Teachers would participate when given released time and business/industry will cooperate. However, in some school districts, there will be difficulty in gaining administrative approval for released time and there will be difficulty in locating a substitute for some occupational education teachers. The final evaluation conference where teacher-participants reported on the value of their experience and expounded on the need for all occupational education teachers to gain similar observational and skill up-grading experiences provided the incentive and charge to seek additional answers as to how such a program might be continued.

The primary effort of project personnel was to broaden the base of support for this concept of inservice work experience. This was to be achieved by increasing the enrollment of participants to approximately 25 teachers, inviting a campus representative from departments or schools representing the major occupational areas to assist in implementing the project, and presenting information about this type of inservice education program groups on and off campus. By these efforts, personnel working with the project might be able to develop the necessary ties to continue programs of inservice work experience and determine how an administrative structure might develop which would facilitate inservice work experience opportunities.

Specific objectives were:

1. To design and develop a viable graduate project for inservice

occupational education teachers to achieve work experience.

2. To identify and enroll a maximum of 25 teachers now teaching occupational education in public schools to serve as a means of validating the procedures proposed in the program.
3. To appraise and evaluate suggested procedures of conducting a cooperative program with business and industry administered by the university in which teachers receive released time from teaching to gain work experience.
4. To prepare a report of the project with recommendations for further action.

Another objective was to identify courses in which teacher-participants might enroll for credit.

To achieve the above objectives, the following activities were proposed:

1. Identify a university staff member from the Department of Business Education, the School of Home Economics, the Department of Health Education, the Department of Educational Psychology and Testing, and the School of Industrial Arts and Technology to refine specific guidelines for program implementation.
2. Identify and utilize an advisory committee, composed of representatives of area teachers, of LEA, of business-industry, and of university occupational education departments for support and guidance.
3. Arrange meetings with occupational inservice education committee to develop proposed inservice work experience program. Members to be selected from Departments of Schools of Business Education,

of Home Economics, of Health Education, of Testing and Counseling, and of Industrial Arts and Technology.

4. Survey, invite, and recruit occupational education teachers to participate.
5. Design educational program of teacher-participants and supervise work experience activities in cooperation with business and industry.
6. Complete post-session evaluation conference to appraise this university structured system of inservice work experience.
7. Determine costs and feasibility of program continuation and expansion.

# CHAPTER II

## PROCEDURES

An objective of this project was to implement and refine a model described in a similar study completed July, 1974.[1] This writer in that final report described a model in which occupational education teachers could achieve skill-upgrading experiences through released time from teaching. Personnel utilized materials described in the 1974 report to develop procedures for this project.

### Inservice Cooperative Education Committee

As this was a university based project, the initial task was to identify a university staff member from those departments on campus who conduct graduate education programs which enroll occupational education teachers. Personnel in these departments and schools would be most concerned and could muster the greatest amount of support for an inservice work experience project. The representatives invited and who consented to participate were as follow:

Dr. Tom Eliott, Department Chairman of Business Education. Dr. Elliott had previously expressed the need of office occupational teachers for very basic work experiences.

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[1] Sexton, Carl N., "Inservice Work Experience Internship Program for Occupational Education Teachers, July 1974", will be in the March, 1975 Issue of Resources in Education and part of the ERIC microfishe dissemination system.

Dr. Evelyn Melloh, School of Home Economics. Dr. Melloh supervises students in practice teaching and in the departmental preservice work experience program.

Dr. Gene Strandberg, School of Industrial Arts and Technology. Dr. Strandberg had assisted in the previous project and felt this type of experience was essential for teachers.

Mr. Jerry Zachary, Department of Educational Psychology and Guidance. Mr. Zachary was recommended by a senior staff member in his department because of Mr. Zachary's contact with vocational guidance teachers in extension classes. An important pursuit was to recruit vocational guidance counselors as teacher-participants.

Dr. Carl Sexton, Department of Health Education, was the fifth member of the committee and Coordinator of the project.

The committee members were identified as the Inservice Cooperative Education Committee and their respective departmental supervisors of teacher-participant activities. According to the final report of the previous project, the responsibilities of University Departmental Supervisors might include these tasks:

> Conduct a pre-session for interviewing and identifying teacher-participants. Provide an opportuntiy to assist teacher in self-appraisal, in identifying short and long range goals of inservice education, and in structure behavioral objectives to be achieved in work experience programs.
>
> Seek tentative LEA administrative approval of teacher enrolling in program and arrangement for enrollment in non-credit or credit course.
>
> Assist in the identification of business/industrial work stations and scheduling of work activities according to competencies needed.

Establish individual plans which define the responsibilities of the teacher-participant, job supervisor, and university departmental supervisor. Seek mutual approval.

Complete a periodic assessment of progress of teacher-participant through job site visitation and personal evaluation.

Arrange for news release explaining participation by teacher.

Conduct post-session conference and final evaluation.

Send letters of apprciation to job supervisors and LEA administrators.

Based on that model, the Inservice Occupational Education Committee were given these tasks:

1. To meet regularly so that communication and continuity is maintained.

2. To assist with the identification and recruitment of teacher-participants.

3. To assist in the development and implementation of a program for participating teachers in their academic areas by:

   (a) Working with participants in identifying specific needs that could be achieved during released time.

   (b) Identifying stations where experiences may be achieved.

   (c) Contacting and seeking agreements with employers for planned work experiences.

   (d) Supervising participants in curriculum activities for credit.

   (e) Assisting in the development and approval of a cross listed graduate course which focuses on work experiences and curriculum development.

The Committee was concerned with two major tasks--the development and implementation of successful experiences for teacher-participants and the consideration of ways that inservice work experience activities might be continued.

Pre-session Orientation Meeting

The first major event was to plan for a pre-session orientation meeting to be held on the Eastern Illinois University campus. Several approaches were considered in the initial advertising of the program. These were:

1. Distribute information through the Office of Continuing Education which has the responsibility for off-campus courses. The thought was to advertise through this office and arrange informational meetings conducted by the Occupational Teachers Education Committee at all off-campus centers (Effingham, Robinson, Decatur, Danville, etc.). These meetings would have been held at the same time as off campus registration.

2. Distribute brochures to area occupational education teachers.

3. Distribute brochures to all superintendents in counties served by Eastern Illinois University.

There was a felt need for expediency in the advertising of the program since the committee was conducting the project over a short period of time and the realization that some teachers might need local school board approval to participate.

It was decided that a brochure, describing the program and inviting participants to the pre-session orientation meeting, would be sent to occupational education teachers. Lists of possible teacher-participants were secured from university departmental files except for Health Occupations personnel which was requested from the Coordinator of Health Occupations, Illinois Division of Vocational and Technical Education. Over 425 brochures were sent by mail and others were distributed in graduate courses.

The response was disappointing. Twenty-one persons returned the portion of the brochure where they were to indicate their interests. Five persons indicated that they would attend the September 14th pre-

session orientation meeting, nine persons expressed interest but needed more information, and seven persons were interested but were unable to enroll fall semester. There was much concern within the Inservice Cooperative Education Committee as to the number of participants who might attend the pre-session.

The pre-session orientation meeting was held on campus on September 14, 1974 in the University Union. (See Appendix A - Agenda) Nine occupational education teachers arrived to find out more about this unique program which would allow them the opportunity to gain some desired work experience while being released from their academic duties. The coordinator explained the program by utilizing slides taken of participants in the previous project. The committee members had the opportunity to talk with each teacher about their needs and the possibilities for work experience. (See Appendix A - Personal Background Information)

The meager response was baffling. Even now, it is difficult to pinpoint reasons for few teachers responding by letter or telephone and few teachers attending the pre-session meeting. Several reasons are plausible. The information brochure was sent approximately two weeks prior to the meeting date; however, several teachers indicated that they had received the brochure a day or two prior to the meeting. The informative brochure contained the basic information; nonetheless, this writer believes that one of the primary reasons was the inability of large numbers of teachers to realize what can be gained in work experiences and to realize that business/industry is willing to help. One administrator commented about the project by saying "this is too good to be true." He was referring to the teachers opportunities and incentives proposed in the brochure.

Of the nine teachers who attended the pre-session orientation conference, six teachers enrolled in the program. Three business education teachers from the same large school system attended and only one was allowed by the school district to participate. Another teacher wrote that he desired to participate but had been given some extra responsibilities. Four of the teachers who returned the brochure stub requesting information, participated in the program. Even though the brochure mentioned the September meeting date, inquiries trickled into the office throughout the semester, even in the month of December.

Selection of Teacher-Participants

At the conclusion of recruitment, a total of 26 teachers enrolled in the work experience program, several of whom learned about the program from other secondary education teachers or from university staff members teaching graduate courses. (See Appendix B - Listing of Teacher-Participants)

There was never much doubt that there would be several participants from the fields of home economics education, industrial and technical education, or business education but there was some question about recruitment of teachers from health occupations education and vocational guidance. The reasons were: The field of Health Occupations Education has the smallest number of personnel in the field; most of whom are nurses. School nurses tend to be seeking pre-service education courses to qualify for a degree and almost all school nurses have had practical experiences. In the previous study, the investigator was unable to recruit a vocational guidance counselor although four counselors were personally visited. Final selection included three vocational guidance

counselors and two teachers responsible for the development of health occupation courses in their school.

The problem of teachers receiving administrative approval seems to be somewhat of a lesser problem this time than in the previous program. Most teachers had contacted their administrators prior to sending notifications or calling committee members. When requested by a teacher, a letter was sent to the principal or superintendent explaining the program. In several cases, the coordinator called an administrator to answer his questions.

At least four persons who expressed a desire to participate did not receive authorization. One teacher received approval from her building principal but received negative comments from her vocational supervisor and vocational director. Although she desired to enroll, she did not feel it was worth the "hassle." The vocational director stated that "the present students would lose more than the teacher would gain," even though he later indicated a qualified substitute was available. In another case, a building principal approved the concept but appeared unsure of giving the approval for released time. He ultimately called and asked if the teacher could complete his work experiences on Saturday. Since the teacher was interested in ornamental horticultural and the activities he wanted to pursue could only be completed during regular weekly working hours, it was impractical for him to enroll. One teacher was not allowed to participate because the school district was unable to hire a qualified substitute. In the fourth case, a teacher was refused permission by the school board to participate if it meant time out of the classroom. The school board later rescinded but indicated that the teacher would not receive pay for the days missed. Naturally she did not enroll under those conditions.

In the previous study, it was necessary to personally contact school administrators, usually the superintendent, before approval would be given. That was not true in this project as only four school visits were completed to specifically discuss the project with an administrator so that a teacher might receive released time. The fact that other school personnel had participated the previous semester may have been helpful.

Inservice Work Experience Program for Academic Credit

The Inservice Cooperative Education Committee met in planning sessions to determine the specific procedures of identifying, selecting, and enrolling approximately 25 teachers from the major occupational areas. Basically, it was decided that each participant (1) would complete a minimum of 40 hours in approved work experience activities; (2) would be given the option of enrolling for credit but all would be encouraged to seek credit; (3) would be required to complete a curriculum project as part of the credit agreement; (4) would write a brief report which described and expressed their thoughts about work experiences to the Inservice Cooperative Education Committee, to their local administrators, and to their local school board; and (5) would attend the final evaluation conference. A copy of the responsibilities of the teachers is included in Appendix B.

Arrangements were made so that each teacher-participant could enroll in an independent study course for credit. The Office of Continuing Education provided the vehicle which allowed teachers to complete minimal application forms and to enroll in a graduate course at any time until the closing weeks of the semester. All teacher-participants registered for three hours of graduate credit except for one provisionally certified teacher who registered for three hours of undergraduate credit.

Several forms from the previous study were altered and other information duplicated and made available to committee members. Contained in Appendix B is a copy of this material--a form stating responsibilities of teachers and contractual agreement, a form for identifying work stations and training experiences, and information about reimbursement, about academic credit, about curriculum project, and about their final written report.

In reference to credit, almost all teacher-participants expressed a desire to register for credit and complete some type of credit project. Even those teachers who had completed their master's degree desired credit either to meet board standards for pay raises and periodic credit requirements or for other personal reasons. Several of the teacher-participants had never previously enrolled in a course at Eastern Illinois University and three teacher-participants applied for admission into a graduate program.

Activities of Teacher-Participants

During initial conversations with prospective participants, the Inservice Cooperative Education Committee asked teachers to identify what they felt to be their most significant needs for observational and hands-on skills. They were further asked to list possible outcomes of their work experiences in behavioral terms or in objective form.

Based on this information, contacts were made with business/industry which might best fulfill the teachers needs. In some cases, occupational education teachers knew precisely what they wanted to do and where they wanted to work. In other cases, the committee contacted business and industrial personnel by writing letters, telephoning employers, and/or personal visitation.

Again business/industry responded to requests. To the knowledge of the coordinator there were only a few cases whereby business/industrial personnel refused to assist. There was some difficulty in locating stations for teachers interested in large office practices and in legal offices. Industrial technical personnel were very receptive to having teachers observe the utilization of materials and equipment and the performance of job skills. In the appraisal of job stations, three teacher-participants felt that they would have preferred greater hands-on experience but were limited by union regulations.

It should be mentioned that there seems to be a tendency for occupational teachers to consider observational experiences rather than direct hands-on experience. This writer has no explanation because skills acquired are retained longer than knowledge obtained through observation. When possible the teacher-participants were encouraged to gain hands-on skills and be a part of the work scene.

Evaluation Conference

An evaluation conference was held so that teacher participants would have the opportunity to share their experiences and display materials produced or collected during the semester. Attending the conference were the twenty-six teacher-participants, the Inservice Cooperative Education Committee, two industrial plant representatives, two local school administrators, a university administrator of a cooperative education program, a former teacher-participant in last spring's inservice education program, and other Eastern Illinois University staff members. (See Appendix C)

The days activities were divided as follow:

1. Large group forum - approximately three hours for teacher-participants to describe their work experience activities. The amount of time was limited considering the fact that all twenty-six participants felt they had completed a very "special" program.
2. Small group gatherings - the second portion of the conference allowed teachers in their respective fields to share thoughts and ideas about their activities. This provided time for teachers to describe gathered materials, to describe curriculum changes and course outlines, to show their slides, etc. Meanwhile invited guests to the conference discussed the proceedings and meaning these activities had for the participants.
3. Evaluation - the last portion was devoted to collecting opinions of those in attendance. Each person was asked to describe their reaction to type of inservice activity. The responses of teacher-participants and invited guests may be found in Appendix D.

At the closing session, persons expressed gratitude for being a part of the program. Two teachers said that they were dreading the day but were very pleased and especially enjoyed listening to the experiences of occupational teachers in other areas. Truly, these types of comments warrant further pursuits by educators to provide opportunities for in-service work experiences.

Other Related Activities

Part of the responsibility of developing this program was to search the literature and seek information on similar programs. This program which provided a teacher the opportunity for released time from the

classroom to gain observational and skills up-grading experiences is unique. One may find information on pre-service work experience activities or in a few places, information on inservice work experiences conducted during the summer.

The coordinator learned of two graduate level agricultural inservice education programs that have been conducted at the University of Illinois and at Southern Illinois University - Carbondale. These programs which provided agricultural teachers the opportunities to gain summer work experiences for credit were initiated in the last part of the 1960's. These structured occupational experience programs were partially funded through the Division of Vocational and Technical Education and were planned to better prepare agricultural teachers for teaching a comprehensive vocational agricultural program at the secondary or junior college level. It is the understanding of the writer that these teachers received credit and state certification for work requirements of vocational teachers and was a major incentive for program development and student participation. The program at the University of Illinois consisted of four modules, one of which might be taken during a summer. The four areas within the modules were Agricultural Supply, Ornamental Horticulture, Agricultural Products, and Agricultural Mechanics. Agricultural teachers at both institutions attended a short pre-session, completed planned work experiences and met in a post-session where small groups worked on curriculum projects. The staff members who organized and conducted the program at the University of Illinois have taken other positions and the program has not been offered for the past three years. The program at Southern Illinois University is still being taught, but less frequently and with fewer participants. These reasons were given for discontinuation or drop in emphasis--change of the

Division of Vocational and Technical Education regulations and support; very expensive program from university standpoint; lack of proper supervision of student-participant; and pre-service program being offered to fill void. At least one administrator/teacher is striving to continue the inservice agricultural program although he is faced with high course costs and emphasis on credit hour production generated by staff members.

One administrator felt that teachers in their structured inservice program gained significantly more from their work experiences than pre-service participants because teachers have insight into their needs and know what they want. Another reason given was that teachers assume a non-paying position in lieu of a paid position which most pre-service participants select. This last point is injected to further support the opinion that university students in non-paying arrangements derive greater educational benefits than when filling paid positions.

Persons contacted who have worked in these inservice programs were in strong support of work experiences for agricultural teachers. One person said that the Division of Vocational and Technical Education could do a lot worse than if they would put all their inservice education money into programs of work experiences. These views of support are typical of persons who have had the opportunity of working with teachers in inservice cooperative education.

# CHAPTER III

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The thrust of this inservice cooperative education project was to refine, expand, and implement a model which would allow approximately 25 occupational teachers to gain observational and skill up-grading experiences, and to consider ways that other occupational teachers might complete inservice work experiences. To achieve these objectives, a committee was formed with representation from the Department of Business Education, the School of Home Economics, the School of Industrial Arts and Technology, the Department of Educational Psychology and Guidance, and the Department of Health Education. This committee was identified as the Inservice Cooperative Education Committee. Chapter II describes the procedures utilized by this committee to fulfill the major task of implementing a successful program for area teachers.

### Increased Awareness of the Value of Inservice Work Experience

As a result of this project there is now a definite base of support for inservice cooperative education in the area served by Eastern Illinois University. There are teachers, administrators, employers/managers, and faculty personnel who desire that a system be implemented so that other teachers might up-date their knowledges and skills. These individuals should be key persons for further development of other inservice work experience programs.

To document this outcome of the project, the following information is presented.

1. At the evaluation conference, the twenty-six teacher-participants were asked to describe their program of inservice work experience and their feelings about this program. It was refreshing and rewarding to hear a teacher confess "that I needed this experience more than anyone else" or another teacher emphatically state "that I gained more than anyone else in this room." The expression of satisfaction and delight could be compared to a group of children describing their experiences during a period of "show and tell." As one teacher-educator stated "It isn't every day that graduate students' eyes sparkle and they are eager to go far behond the call of duty." A school administrator participating in the evaluation conference said that he was very proud of the teachers participating in the program and further exclaimed, "These people care!" It is reassuring to teacher-educators that learning can be pleasurable and inspiring.

Teacher-participants, as part of their credit contract, were required to write a brief report to be submitted to their administrator, to the local school board, and to the Inservice Cooperative Education Committee. In the report they were to describe their work experience activities and what they felt that they accomplished. There were a number of excellently written reports, one of which is included in Appendix F. Statements from other reports follow:

> *One of the most valuable aids I obtained while working at Caterpillar was a secretarial handbook I assembled from materials given to all secretaries during training and special meetings. This handbook contains many useful secretarial tips, procedures for many standard forms, information on making flight arrangements, outlines, bibliographies, and last but not least, emphasis on ways of not wasting time*

*at work. This handbook is very useful for any person entering the business line. I, personally, have used this booklet in my beginning shorthand classes at the high school level and also in my advanced shorthand classes at the Community College of Decatur.*

*It is my feeling that because of my experience during this inservice training, I will be able to more effectively counsel young men and women at Oblong High School concerning employment opportunities in Crawford County. I can now speak with students and relay firsthand information to them concerning employment, types of employees each company is seeking, and the training levels necessary for entry into the occupations these two manufacturers need and want. . . . My experiences in factory related work were non-existent. This training provided me with insights to a world of work I had never before observed. Another very positive result was making the acquaintance of some valuable resource people for reference in the future. Without exception, I was told that if these industries could be of any service to the school, I should not hesitate to contact them.*

*I feel this was a week well-spent; it was beneficial to me as a teacher as well as a nurse. As a result of this experience the students will work in facilities that we have not used before. My students are now making a tape to correspond with slides taken at the different facilities. These will be used as teaching tools in future classes to introduce the students to the health care institutions in our area. I was also able to make contacts for guest speakers for future classes.*

*The hands-on experience should prove most fruitful in class instruction as the students are interested to know that their teacher is not just teaching from a textbook, but has actually done the work she is teaching and understands the problems and frustrations of getting a job done efficiently and satisfactorily. Relating back to the class has already begun as when I returned from working in one of the law firms, the advanced typing class were working on a problem that had to be typed three different ways before a suitable style was acceptable by the employer of the simulated work situation. This was an excellent opportunity to tell of the number of times I had to type a legal rough draft before it was ready for final copy, and that what they were doing was just the way it would be in the work world.*

*As my teaching assignment includes drafting, woodworking, electricity, career exploration, and building trades on the high school level, it was an unusual treat to visit related industrial concerns. The most impressive part of my work experience was the comments of the people I watched and with whom I worked. All of the people I came in contact with*

*during my visitations were very helpful and several people stated that teachers should enter a program such as this regularly. Most men on the job were very willing to talk and discuss their jobs and training. All of the companies visited were very interested in the education of today's youth and expressed the willingness to lend a further hand.*

*I was very much interested in doing my work experience in the area of Housing and Home Furnishings because hopefully, within the next year, we will be able to add such a course to our high school program. As part of the project requirements I elected to prepare slides of my experience and to develop a script to go along with the slides concentrating on the area of re-upholstering a sofa.*

*After completing this inservice work experience program, I will now be able to help the students develop realistic skills that business firms want from beginning employees. I will be able to instruct the students in more detail concerning job openings, qualifications, duties, wages, hours, working conditions, benefits, privileges, and responsibilities of a future employee.*

*I sincerely feel that this project has been very worthwhile and I hope that other vocational teachers in our school system and in the state will have the opportunity to participate in a similar program.*

*Lastly, I would like to thank the university staff for providing this rewarding experience and also for their support and encouragement. I would highly recommend this course as a must to fellow professional teachers.*

*I felt that this inservice work experience was a very motivating and rewarding experience. The experience was a challenge and most enjoyable. Many times I was able to relate to the class or individuals relevant materials or ideas. This type of experience helps one to become more humanistic and understanding of job responsibilities and rules.*

*In addition to the above material I found from this experience how hard some people have to work for a rather low wage. Also, I found that any job you might have has advantages and disadvantages. I certainly will appreciate my classroom teaching job more in the future.*

The twenty-six teacher-participants were requested to complete an evaluation form from which others might interpret the effects of this program and an evaluation form containing information about work stations. (See Appendix D)

Responses revealed that the activities of teacher-participants provided excellent educational experiences; all teachers would participate in a similar study again; and the teacher-participants were pleased with the arrangement of participating groups--university, local educational agency, and business/industry. Throughout the study, teacher-participants have vividly described how their experiences have helped them to improve their understanding of their field; how these experiences have provided an excellent relationship with business/industrial personnel; and how these experiences can be applied to classroom instruction.

2. Six invited guests had been instructed to act as reactors during the day's activities. Once the teacher-participants completed their description of their program, this group was asked to share thoughts and ideas after which they were asked to summarize their own feelings. All indicated their support of a cooperative arrangement between business/industry and educators. Some of their comments follow:

> *. . . becoming increasingly aware that this sort of inservice experience is vital to producing meaningful change in the curriculums of the participants. From the progress that I have seen of this particular program, I certainly hope that it becomes a permanent part of teacher education preparation and Masters in Education programs.*
>
> *Not only has this been an "eye opener" for myself but the way these educators express themselves, apparently it has been a real "eye opener" for them.*
>
> *These participants have notably gained more of real value to their students than they could have obtained from a full summer of graduate work.*
>
> *Generally, I feel a strong drive for further cooperation between educators and business/industry. Educators have a better understanding of the problems encountered by industry.*
>
> *Excellent conference. Many participants had obviously gained valuable insights through work experience. . . .Professional educators, for the most part, have led a very "sheltered" life, lacking the types of exveriences felt by a vast majority of the population.*

*This is reality. Whether the state program continues or not for them, they will probably continue developing similar contacts to their advantage. VERY worthwhile. Should be continued, particularly for other teachers. Expand this program downward to include elementary teachers and up through junior college. More publicity through news media.*

*This program appeared to be the first step in an outstanding program of teacher awareness in public employment.*

3. The Inservice Cooperative Education Committee met on two occasions following the Evaluation Conferences. These were general statements expressing their feelings about inservice work experience.

*This is a very practical, educational, and worthwhile program. Without a doubt it is the most useful program in which I have been associated in the vocational area. It gives inservice teachers the opportunity to acquaint themselves with the world of work in a modern setting.*

*A long overdue activity, especially on the part of industrial-oriented teachers. We've long intended to interpret modern American industry, but with badly outdated facilities, equipment, and quite often teachers, too. Every one of the industrial-oriented participants were highly complimentary of the program and each one seemed amazed at what he saw being done and used in industry.*

*I'm convinced that the inservice program was handled well, that each participant received his money's worth; the "outside" participants gave their time and facilities well, and the whole thing bears repeating if at all possible.*

*This is an experience for graduate students that opens opportunities that are captured in no other way in our educational program. With the University offering this course, a whole new awareness and emphasis has been placed on an everyday task.*

*I have nothing but positive feelings which are a result of feedback from participants and cooperating stations. I do feel that a concerted effort must be made to get some persons involved soon so that continuity will not be lost.*

4. The twenty-six participants in the program identified over seventy-five business/industrial establishments which they would recommend as a station for other teachers seeking similar objectives. Many of the teacher-participants described various hands-on experiences in these work stations.

Most surprising to this writer was the indication of how extensive this group of teachers have already utilized or plan on utilizing business/industrial contacts. (See Appendix D) The possibility of numerous field trips or tours, the identification of student work stations, the arrangement for speaker presentations, the receiving or borrowing of materials, a case of borrowing industrial equipment, and the identification of an advisory committee member are examples of how this cooperative arrangement has strengthened the relationship of teacher-participants with segments of the working community. Another activity of special note is the investigation by a teacher-participant in which she plans on comparing the rate of absences of high school students with the rate of absences of their parents who are employed at an industrial plant. The job supervisor for the work experience program has assigned a plant employee to work with this guidance counselor.

One major industrial giant that understands and has supported teacher-staff development has been the Caterpillar Company of Decatur, a company which should continue to receive recognition for public service. Several teacher-participants have utilized Caterpillar as a training station where planning of individualized programs are an essential phase. Two of these experiences bear mentioning. In the previous study, an Area Vocational teacher in Decatur completed the two week training program at Caterpillar. This past June, the Caterpillar Blade, the company newspaper, featured an article about this teacher's inservice education program. (See Appendix G) A business education teacher who worked at Caterpillar during this project desired to take pictures for class presentations. Although they would not allow her to bring her own camera into the plant, they did arrange for the plant photographer to take pictures that she desired at no cost.

These positive responses of teacher-participants about their business/industrial contacts should put aside the misconception that business and industrial personnel are unwilling to work with school educators. The results of this study show that cooperation can be expected and refusal the exception. The key names of personnel working within these businesses and industrial concerns will be added to the list of cooperating establishments that assisted during the previous study.

5. One important aspect of any program which desires to bring about change would be publicity and direct contact with numbers of people. In an attempt to broaden the support of this concept of inservice work experience, the coordinator had organized several presentations.

August -- Group presentation at the General Assembly Illinois Vocational Association Convention, Chicago, Illinois
September -- Noon luncheon presentation to the Univeristy Occupational Teacher Education Committee
October -- Presentation to approximately thirty area school superintendents
November -- Group presentation at Division's joint staff meeting in Springfield

In addition the coordinator has received confirmation that the 1974 final report will appear in Resources in Education, March, 1975 and an article previously submitted will appear in the Spring issue of the Illinois Vocational Association Journal. A brief description of the present project appeared in the November issue of State Wide News published by the Illinois Division of Vocational and Technical Education.

Although these presentations have been well received and a number of persons have been reached, there still exists a significant need for continuing program publicity and teacher-participation in inservice work experience.

Conclusions

1. From the comments of teacher-participants one can readily accept the fact that the administrative structure, the cooperation of participating groups, and program incentives provided the bases for a successful program. Occupational education teachers desire and will participate in inservice work experience programs when the program is conducted by university personnel, when they receive released time from teaching, and when they receive academic credit. All teachers indicated that they would participate in a similar study.

2. Several teachers in reporting to their school districts praised the program and the role of the university. One teacher wrote, "In a recent issue of Today's Education, William O'Keefe made the statement that 'In-service education must be substantially more than extension courses offered by a neighboring university,' and this Work Experience Project has provided that 'substantially more' for me. Eastern Illinois University is to be commended for offering such a program." Another participant teaching within a twenty-five mile radius of the university stated, "For the first time I have a good relationship with Eastern Illinois University." This practice of providing services "outside the walls" and into the various communities served by the university brings about greater support for the university programs and creates a new image of concern and responsibility.

3. Business/industrial personnel respond positively to planned and/or sponsored requests for training by arranging work stations including opportunities for hands-on experiences. As a result of these cooperative agreements, business/industrial personnel were willing to provide other services to teachers by donating business/industrial materials, by making

presentations, and accepting class visitations. Teacher-participants planned more activities utilizing business and industrial personnel than did participants in the previous study. Teachers completing their work experiences early in the year have greater opportunity to make immediate use of knowledge and skills and arrange for visits, schedule presentations, or develop a work station.

4. Members of the Inservice Cooperative Education Committee were extremely helpful in the identification of teachers' needs and developing programs of work experiences. This departmental representation is very essential in inservice work experience programs for academic credit. Lastly, any progress towards an on-going inservice work experience program will require the cooperation and contribution of personnel in the major occupational areas. It was believed that these faculty members might emerge as advocates of inservice work experience and strive within their departments accordingly.

5. The university has a system for readily enrolling graduate students in independent study courses almost any time during the semester. The teacher-participants enrolled throughout the semester simply by sending in application forms and payment of fees to the Director of Continuing Education. Only a letter of confirmation from a local school administrator was necessary for first admission into a graduate course.

The fact that all twenty-six teacher-participants enrolled and completed a project relative to their work experience indicates that the teacher-participants desire academic credit and credit was another "carrot." Even in several cases in which teacher-participants had completed their Masters degree, they desired and registered for credit. As a result of

this project, all five departments or schools have now given graduate course credit to students for structured work experiences.

6. Eleven of the teacher-participants felt that their school district would pay substitute costs in a similar type study. This figure has not been representative of the feeling of school administrators unless this program or something has changed their view. It was stated in the 1974 final report that teachers were allowed to participate during school hours because substitute costs was part of the project's administrative expenses.

7. This writer was surprised that twenty-two participants indicated that they would have completed this inservice program during the summer. This response denotes a positive attitudal change about inservice work experience. Also, it may indicate that there are large numbers of teachers who might participate in the summer with a few created incentives or additional inducements such as credit or tuition waivers.

8. The coordinator was especially pleased that three vocational guidance counselors enrolled. They reported to have increased their awareness about employment practices, job opportunities, and interviewing techniques plus collecting materials that might be utilized in counseling students. Their initial experiences should be helpful in the development of more relevant career awareness guides and job placement services. Since guidance counselors generally do not teach academic courses, substitute teachers are not needed thereby eliminating that expense. It would seem without the restraint of requiring a substitute, guidance counselors might periodically receive permission to participate in inservice work activities during the school year.

9. The most limiting factors in developing inservice work experiences are financial support and key administrative personnel support. Any extensive development of similar programs of work experience administered by university personnel will require financial assistance from many sources including the university, local educational agencies, Division of Vocational/Technical Education, business/industry, and participants. Mustering financial supports will be especially difficult for two reasons:

a. There are published statements about financial straits of the university, less money for higher education, budget allocations based on credit hour production, no new monies available, and the necessity of generating money from the internal budget. The local educational agency as well as other possible sources of funding have also been affected by inflation and recession.

b. All programs of individualized instruction or supervision conducted on a one-to-one basis are expensive programs. Two of the most expensive academic programs on the college campus is student teaching and preservice work experience or field work. This inservice work experience, requiring individual supervision, is also an expensive program. Not only is there the usual expenses of instructional staff and office expenses but the cost of substitutes for teacher-participants. The amount of budgetary allocation for telephone communication and supervisory travel is quite significant in times of austerity.

Regarding personnel, University departments in the major occupational areas have tight schedules and limited personnel to administer present programs. Although there has been a general decline in total university enrollment, these occupational areas have stabilized or have grown during the past few years while other departments have decreased enrollment. Some

University departments are over-staffed, however, occupational education departments have an increased number of students in new and emerging programs and have not received the additional staff to man these programs.

Recommendations

1. An inservice program in which teachers receive released time from teaching has proved successful for teacher-participants and should be continued. Release time from teaching responsibilities provides a special incentive necessary to recruit some occupational teachers into work experience programs.

2. The hiring of a full-time coordinator and financial support for this effort are needed to implement these programs if large numbers of teachers are to gain observational and hands-on skills. It would be the responsibility of the director to work with university staff, area teachers, local school administrators, and business/industrial personnel so that various types of inservice work experience programs would develop.

His activities might include the following:

a. Identifying sources of funding for a continuous program of inservice work experience in which teachers receive released time from teaching.

b. Determining the extent to which the Division might recognize school districts and teachers who participate in cooperative education activities.

c. Studying and making recommendations concerning the five pre-school day sessions for work experience. One school administrator said his school system pays their teachers for five pre-school days. He thought that this time could be better utilized for inservice work experience. Could arrangements be completed for a work experience program during this time?

d. Investigating the application of this program for guidance counselors. Full-time vocational counselors require no substitute. Would 10-15 vocational guidance counselors enroll in an extension course for credit and receive

approval for plant visitations during school days? The cost of administering this program would be minimal since the instructor could be paid through the Center for Continuing Education.

e. Determining if teachers would enroll in a program during the Winter semester and use a week long Easter vacation to complete work experience activities. No substitute required and the instructor could receive payment through the Center for Continuing Education.

f. Determining to what extent area school superintendents will agree to promote these activities through financial support and recognition. Some teacher-participants related that they felt their school districts would pay tuition costs.

g. Could a series of mini courses be developed which would allow teachers the opportunity for work experience anytime during the school year or during summer. Could permanent work stations be identified so that several teachers may periodically sign up for working at a station for a specific period of time.

3. A definite base of personnel support exists in the Eastern Illinois University Service Region. These persons should be selected as members of advisory committees for further development and implementation of inservice work experience programs. A cross-section of persons can be identified to serve.

Local school superintendents and administrators who have demonstrated their support and encourage further action need to be approached about local development involving inservice work experience. During the initial phase of this project, three administrators called requesting information on how their entire occupational education staffs could enroll.

Teacher-participants have already identified other teachers who desire to participate in inservice work experience projects. These teachers should be kept informed as to the development of other programs and requested to encourage fellow teachers to participate.

Personnel desiring to continue inservice work experience activities should seek the advice and support of employers and managers that were responsible for providing excellent training stations. The extent of their ability to cooperate has not been thoroughly investigated.

Recommendations Regarding the University

1. There should be greater encouragement of graduate students to complete work experience projects for graduate credit. In this way these students might realize the significance of this type of inservice education program and each staff member might receive credit for conducting an independent study project. Requiring work experiences for graduate students as part of their graduate program was unacceptable.

2. The Inservice Cooperative Education Committee members should develop a summer workshop in which teachers might enroll and gain observational and hands-on experiences. A coordinator should be selected and other staff members should assist in the development and implementation of the program. The proposal, as well as a new cross-listed graduate course titled, "Inservice Cooperative Work Experience for Teachers," are being considered by the Occupational Teacher Education Committee.

Inservice Cooperative Education staff members should become members of an ad hoc committee of the University Occupational Teacher Education Committee and provide direction for further opportunities of teachers in inservice cooperative education.

At the secondary school level, guidance counselors are being requested to develop placement services. Occupational education staff members with assistance from the Placement Bureau, should develop their own placement services or work stations for graduate students in their fields. A

placement service might provide a teacher or graduate student with an individualized, structured program so the person may gain greater expertise in his/her field.

University departmental staff members who desire to establish inservice work experience programs should work closely with the Director of Cooperative Professional Practice Programs. A director was recently appointed at Eastern Illinois University to investigate and begin the development of pre-service work experience programs. After attending the Evaluation Conference, the director of this Co-Op program indicated that the project activities of teachers provided meaningful experiences. He further stated he would be glad to assist in developing or implementing other work experience programs.

Based on reactions of participants, one might readily conclude that this project has been a complete success, and justifiably so. However, for total evaluation of this project one will need to "look down the road" and appraise what affects this program has had on personnel and the development of other programs of work experience. Have University personnel initiated other opportunities of inservice cooperative education? Has funding been obtained to support efforts for enlargement and expansion of inservice work experience programs? Have teacher-participants assumed a greater responsibility for maintaining close ties with business and encouraged other teachers to gain work experiences?

Some initial efforts have been completed and should not be lost. The sooner other occupational education teachers receive opportunities to enroll in structured programs of work experiences, the sooner large numbers of teachers will recognize the value and will realize that these experiences are truly within their grasp.

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APPENDIX A

PRE-SESSION MEETING

1. Agenda
2. Introductory Statement
3. Copy of Brochure
4. Personal Background Information

Inservice Work Experience
for
Occupational Education Teachers Pre-Session Conference

DATE: Saturday, September 14, 1974

PLACE: University Union, Fox Ridge Room

PURPOSE: To inform occupational education teachers of the opportunity to participate in a Fall semester in-service education program.

AGENDA

| | |
|---|---|
| 9:00- 9:30 | Get acquainted - coffee and doughnuts. |
| 9:30- 9:45 | Introduction of staff members and teachers interested in the program. |
| 9:45-10:15 | Information about Fall semester project. Slide presentation of previous project. |
| 10:15-10:30 | Break. |
| 10:30-11:00 | General discussion and response to questions. |
| 11:00 | Individual conferences with departmental representatives. Adjournment at the conclusion of the individual conference. |

GOAL OF THE COMMITTEE:

The committee desires to select teachers who would like to gain some work experiences that would assist them in class presentation and/or student supervision. Ultimately, students would be affected by the teacher participation in the project.

To achieve this end, the committee will work with the teacher-participants in gaining administrative approval, in determining internship programs, and in developing a project relative to the internship program and their teaching program. Hopefully, all teachers-participants will feel that this is a special opportunity, and after the semester will feel the need to expound on the virtues of periodic cooperative arrangements with business and industry.

Eastern Illinois University faculty members participating in project design and implementation:

Dr. Tom Elliott, Business Education
Dr. Evelyn Melloh, Home Economics
Dr. Gene Strandberg, Industrial Arts
Mr. Jerry Zachary, Educational Psychology and Guidance
Dr. Carl Sexton, Health Education, Committee Coordinator

## PURPOSE AND RATIONALE

The purpose of this program is to develop a system in which the university can provide opportunities for occupational education tecahers to gain desirable observational and hands-on experiences in business, industry, and agriculture. Teachers involved in programs of awareness, orientation, and skill development need to be continually updated so that they may be aware of job opportunities and technical changes taking place within their areas. Occupational teachers striving to expand course offerings need additional experiences to acquite knowledges and skills which will enable them to devise more effective learning experiences and materials for preparing students for the World of Work. The university through various types of programs could provide the administrative structure to coordinate cooperative agreements between occupational teachers and business/industry.

Another purpose of the program is to increase the awareness of occupational teachers as to the ability and the willingness of business/industrial personnel to assist them in maintaining or gaining new levels of competencies. Business/industry has responded significantly in student programs and will respond very favorably to this program.

## PREVIOUS PROJECT

Last spring, Eastern Illinois University and the Division of Vocational Technical Education co-sponsored a cooperative in-service education project in which twelve teachers representing various vocational areas received released time from teaching to spend a minimum of 40 hours in business/industrial concerns.

Teacher representatives participated from secondary schools in Decatur, Hillsboro, Beecher City, Martinsville, Mount Zion, Robinson, Urbana, Mattoon, Shelbyville, Rantoul, and Tuscola.

## OBJECTIVES OF THE PROGRAM

1. To provide teachers with on--site work experience for the purpose of up--dating knowledges and skills.

2. To provide teachers of occupational classes in the public schools with the opportunity to develop educational materials related to their cooperative experiences and classroom needs while earning graduate credit during the school term.

## FINANCIAL AID

Financial assistance will be provided in the following ways:

1. Reimbursement will be provided to public school systems for the payment of a substitute teacher during the on-site work experience. (Experience should involve a minimum of 40 hours.)

2. The participating teachers will be reimbursed for all travel expenses incurred while traveling outside his school community to the business/industrial concern.

3. Monies are provided so that graduate credit can be obtained without cost to the participants.

## UNIVERSITY CREDIT

Participating teachers may elect to enroll for credit or non-credit. Eastern Illinois University will grant 3 semester hours of graduate credit for those choosing to earn credit. (Eastern or non-Eastern graduate students.)

## WHO MIGHT ENROLL? WHAT MIGHT ONE DO?

Previous cooperative in-service programs have taken industrial oriented teachers into industrial welding plants, industrial machinery manufacturing plants, cabinet making shops, industrial and manufacturing sewing businesses, and many graphic arts printing facilities.

Home economics vocational occupations studied by some of the participants included food preparation and service instititions, sheltered care homes, day care centers, convalescent homes, nursing centers, and clothing factories.

Greenhouse and ornamental horticulture businesses, implement companies, and farm market operations were studied by agri-business teachers.

Business and marketing teachers observed and participated in activities of advertising and display techniques, retail clothing for men, women, and children, commercial banking institutions, and business and professional offices.

Other teachers who may be interested in this program and may be selected are VOCATIONAL GUIDANCE PERSONNEL and ELEMENTARY or JUNIOR HIGH SCHOOL TEACHERS in programs of career awareness and orientation.

FORM A - This form should be completed or should have been completed. Page 2 of this form was passed out so that you might put down some of your initial thoughts about inservice work experience.

Inservice Occupational Education Project

Eastern Illinois University

Personal Background

Name_____ Social Security Number_____

Permanent home address_____ Phone_____

School (LEA)_____ Phone_____

Administrative officers:

Superintendent_____

Principal_____

Vocational Director_____

Educational experiences: Bachelors' Degree + _____hours.

Masters' Degree + _____hours.

| School | Degree | Major | Year |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

Describe teaching assignment.

Previous work experiences (past five years).

Occupational training programs or workshops attended (past five years).

Do you desire to work towards academic or board credit as reult of participating in this project?

Academic_____ Board_____

PLEASE FILL OUT THE FOLLOWING:

Administrative Approval and Class Coverage

Who should be contacted for administrative approval?_____

What approach would you suggest to gain approval? (e.g. you approaching administration, information sent to administrator and contact by phone, etc.)

Is there a substitute in your area who could take your place for the minimum of 40 hours? YES_____ NO_____

Personal Assessment

Describe what you would consider to be your most pressing needs that could be achieved by observing and working in the business/industrial concerns.

What curriculum changes would occur as a result of this experience?

Do you have any suggestions at this time of a curriculum project that you would desire to complete in relationship to an internship experience? Each participant will be requested to complete a task for academic credit. (3 hours)

Do you have any suggestion for possible work sites?

Would you be willing to attend a post-session evaluation conference later in the year? YES_____ NO_____

## APPENDIX B

INFORMATION SENT TO TEACHER-PARTICIPANTS

1. Information Letter sent to Local School Administrators
2. Introductory Letter
3. Administrative Approval Form
4. Responsibilities of Participants and Contractual Agreement
5. Form for Identifying Work and Training Stations
6. Information regarding Reimbursement, Academic Credit, Written Report, Curriculum Project for Credit
7. Copy of Letter of Introduction to be given to Business-Industrial Personnel

EASTERN ILLINOIS UNIVERSITY

Charleston, Illinois 61920

Mr. _____
Superintendent of Schools
_____, Illinois

Dear_____:

We are pleased that a member of your staff will be a participant in the project, "Inservice Cooperative Education Program," being conducted by staff members this semester by Eastern Illinois University. Previous experiences of this type have proven profitable for the teacher and should prove successful for _____.

Part of the responsibilities of the teacher-participant include composing

1. a brief written report to be submitted to administrative personnel and the local board of education at the completion of the project, and

2. a statement indicating rate of substitute and the number of days a substitute was hired. Upon receipt of this statement an invoice-voucher will be sent to the school district for signature of an administrative officer. Immediate reimbursement payment will be made.

Through this teacher-representative, this project staff would hope that other teachers would become aware of the value of this type of inservice education and maintaining contact with business/industry.

Sincerely,

Carl Sexton
Project Coordinator
Eastern Illinois University

CS/db

EASTERN ILLINOIS UNIVERSITY

Charleston, Illinois 61920

TO: Local School District Personnel and Boards of Education

FROM: Dr. Carl N. Sexton, Project Coordinator, Eastern Illinois University, telephone 581-3912

This is a letter of information about the inservice education project presently being conducted by personnel at Eastern Illinois University. The purpose is to provide occupational education teachers the opportunity to gain desirable observational and hands-on experiences in business, industry, and agriculture.

Teachers involved in programs of awareness, orientation, and skill development need to be continually updated so that they may be aware of job opportunities and technical changes taking place within their areas. Occupational teachers striving to expand course offerings need additional experiences to acquire knowledges and skills which will enable them to devise more effective learning experiences and materials for preparing students for vocational pursuits. The university through various types of programs could provide the administrative structure to coordinate cooperative agreements between occupational teachers and business/industry.

To develop this concept of cooperative internship, monies have been provided this fall from the Division of Vocational and Technical Education so that 25 teachers may enroll and participate. These occupational education teachers will be selected from various school districts in Central and East-Central Illinois that have reimbursable programs. The teachers will represent the five major occupational areas and vocational guidance. A minimum of 40 hours released time from teaching duties are required.

Each participating teacher will need to complete a self-appraisal of her/his needs so that an approximate experience might be planned. The project committee, composed of Dr. Tom Elliott, Department Chairman in Business Education, Dr. Evelyn Melloh, Department of Home Economics, Dr. Gene Strandberg, Department of Industrial Arts and Technology, Mr. Jerry Zachary, Department of Educational Psychology and Guidance, and Dr. Carl Sexton, Project Coordinator, Department of Health Education, will assist in this process of appraisal, the selection of job sites, the cooperative agreement with personnel in business and industry, and development of an appropriate curriculum or educational task for academic credit. All activities of the teacher-participant will be geared to fulfillment of specific teaching needs.

Financial assistance will be provided to reimburse the school district for the costs of a substitute teacher during the on-site experiences. The teacher-participant will receive reimbursement for cost of enrolling in the program (equivalent to cost of 3-hour graduate course) and mileage expenses for any traveling outside his community to the business/industrial concern and mileage to attend a final project evaluation conference.

This is the basic information as it is related to this project. The staff has been encouraging teachers of occupational courses to consider the value of this program and to relate their interests to them.

TO: Area Teachers in Occupational Programs

FROM: Project Staff - Dr. Tom Elliott,
Dr. Evelyn Melloh,
Dr. Gene Strandberg,
Mr. Jerry Zachary,

Dr. Carl Sexton,
Project Coordinator

TOPIC: Inservice Cooperative Education Program

The following are materials that should provide guidance in completing the various tasks of this project. Initially, all prospective participants at the pre-session or by correspondence were asked to provide personal background information and to write down some of their initial thoughts relating to administrative approval, to personal assessment, and to how the project might affect their teaching. If you have not already completed Form A, then complete this form and send the copy to a member of the committee.

After the completion of this task, teachers were asked to make a decision to participate and, if so, to seek administrative approval. Now, as soon as possible, the project staff desires to move ahead with the planning of each individual's program.

The next page, which lists each activity, should be helpful to you in determining the steps to follow. Although the list may appear lengthy and the materials bulky, you should find that you are spending a minimum period of time completing each task except for your activities in the job situation and the time you might devote to an acceptable project.

The committee feels that you, the teacher, should gain in each and every activity related to this project. And, at the conclusion, you will support this internship concept of periodic up-grading and training.

NOTE: Administrative Approval Form

Date_____

_____ has received administrative approval to participate in the Inservice Occupational Educational Program being conducted during the Fall Semester 1974, by personnel at Eastern Illinois University.

Signed_____

Position_____

School District_____

Address_____

_____

Telephone_____

INSERVICE COOPERATIVE EDUCATION PROJECT

A contract is to be established with each participant for purposes of participating in this work experience project and of achieving credit and grade. Pursuit of contract goals should lead to observation and hands-on experiences which will affect class instruction. These teacher-participant experiences should result in students being more aware of an occupational area, better prepared for entry into the world of work, or better prepared to handle present job responsibilities as a co-op student. Whatever happens to the teacher in this project should transpire in a positive manner to students in the classroom.

A. Each individual has the minimum responsibilities to:

1. Provide background information (Form A).

2. Complete a self-appraisal as to the need for work or skill upgrading experiences.

3. Prepare a report of how these experiences might assist in teaching if requested by a local administrator (may be necessary for approval).

4. Gain administrative approval to participate in the project (confirmation by letter so stating or personally notifying a project staff member). (Form B)

5. Assist in the identification of work stations.

6. Sign up for an independent study course through extension (Form C).

7. Meet with job supervisor or faculty supervisor about work experience if requested.

8. Complete a schedule of work activities and appraisal of how these activities might affect teaching (Form D).

9. Agree to relinquish teaching responsibilities for a short period of time and to assist substitute to fulfill teaching responsibilities.

10. Complete a minimum of forty hours in a job situation.

11. For reimbursement, write a letter to the coordinator stating

    a. number of substitute days,
    b. rate of substitute payment, and
    c. mileage of trips taken outside of home community.

12. Complete a brief report evaluating training stations.

13. Complete project prior to December 1, 1974.

14. Complete a written report to be submitted to local administrators, school board, and Eastern Illinois University faculty committee (December 1, 1974).

15. Attend and participate in an evaluation conference to be held on Saturday, December 14, at Eastern Illinois University.

16. Complete a follow-up form if requested.

The Inservice Occupational Education Project Committee is committed to assisting you in completing your task and achieving a profitable experience. Monies are available to reimburse schools districts for cost of substitute, pay for mileage from home base to another community if part of contractual agreement, pay for mileage for final evaluation conference, and reimbursement of program registration and services upon fulfillment of contract.

B. Credit

At the earliest available date and prior to work experience, all aspects of registration and determination of project activities should be completed and accepted. For maximum credit, each teacher-participant is required to complete an appropriate and practical project related to work experience and teaching.

C. Contractual Agreement

Would you please indicate a suggested activity (curriculum development and improvement or other educational activity):

Suggested procedure (outline specifically):

Suggested method of evaluation of activity:

_____ _____

Signature of Teacher-Participant Date

PROGRAM APPROVED

_____ _____

Signature of Instructor Date

COMPLETION OF ALL ACTIVITY

_____ _____

Signature Date

## Identification of Work and Training Experiences

List work stations and training programs.

| Firm | Address | Telephone Number | Supervisor | Days/Hours |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Identify specific behavioral objectives which you desire to achieve from this internship experience.

Describe how this experience will affect your teaching.

Do you plan on making curriculum changes or additions as a result of this experience? Please describe.

Reimbursement

After the teacher-participant completes his/her internship, he/she should send a letter stating the number of days a substitute was hired and the school district's rate of pay. This information will be typed on an invoice-voucher and forwarded to either the principal or the superintendent for his signature so that the reimbursement may be forwarded.

Also, the teacher-participant should indicate information on approved travel outside his school district.

Please state: Distance traveled_____
From_____ To_____
Dates_____

Academic Credit

Forms are enclosed to be filled out by the participant. DO NOT ENROLL until your total plan has been completed and the okay to enroll has been given by your project committee member.

To Enroll:

Complete all the forms as indicated. The staff member with which you are working will indicate the number of the departmental course in which you will enroll. The amount of payment for registration should be sent by personal check.

NOTE:

An EIU graduate who has never been admitted to graduate school need only complete the information and mark 'non-degree.' One desiring to become a graduate student will need to follow general procedures described by the Graduate Office.

A person who has never attended EIU needs only to complete the forms and submit a letter from your principal or the superintendent stating that you have completed a Bachelor's degree, and identifying the institution from which it was received. A transcript is not necessary, although it may be sent in lieu of the written verification from your administrative officer.

Written Report

The basic purpose of the project is to encourage teachers to maintain skills and knowledge by contacting cooperating business and industry. Many times persons are involved in projects like this one and few are aware of the experience; therefore, the staff felt that every teacher-participant should write a brief report of a couple pages stating what they did and what they felt that they accomplished.

This brief report should be submitted to the building principal, vocational director, superintendent, school board, and to the cooperative inservice occupational education committee at the evaluation meeting.

If you have a school paper, a student reporter might be interested in including an article about your experiences and information about the project.

Credit Project

As a result of this brief experience, there will probably be some subtle changes in a teacher's program and responses to students' questions. To encourage further changes, the committee desires teacher-participants to strive to complete some project related to his duties and this experience. Suggestions might be the development of a slide presentation to be used in class, development of an outline of information and materials to be used in a new unit of instruction, develop a plan for change in shop lay-out including new equipment needed, submit a plan to the school district for further inservice work experiences of other teachers in your district, identify clusters of skills and job opportunities in your area, develop a better plan for evaluation of co-op students, etc.

Each teacher-participant probably has thought of some curriculum activity which he/she has desired to do but has not accomplished to date or has thought of some activity in relationship with this project that he/she desires to do. Submit this idea to the staff member supervising your program for approval and plan on presenting your results by the end of the semester.

NOTE: If you desire a letter of introduction similar to this letter, please request a copy. A letter of this type may be presented by you to business and industrial personnel or a letter may be sent from this office which will introduce you prior to your visit or internship.

October 15, 1974

A Letter of Introduction

This letter was presented to you by _____,
a member of the teaching staff at _____.
The school administration has consented to the participation of
_____ in an internship program being conducted by personnel at Eastern Illinois University.

The purpose of the program is to assist teachers in gaining work experiences and information about job skills in business/industry. Most occupational teachers need hands-on experiences and opportunities to view changes that are occurring in business and industry.

_____ has selected this firm as a possible work station and would like to discuss the possibilities of spending a short period of time in this establishment. I believe that _____
_____ and personnel in this firm can profit from this pursuit.

Sincerely,

Carl Sexton
Project Coordinator
Eastern Illinois University

CS/db

# APPENDIX C

## EVALUATION CONFERENCE MEMBERSHIP

Evaluation Conference

Participants

Project Director:

Dr. Carl N. Sexton, Eastern Illinois University, Charleston, Illinois

Inservice Cooperative Education Committee:

Dr. Thomas Elliott -
Chairman, Department of Business Education, Eastern Illinois University

Dr. Evelyn Melloh -
School of Home Economics, Eastern Illinois University

Dr. Gene Strandberg -
School of Industrial Arts and Technology, Eastern Illinois University

Mr. Jerry Zachary -
Department of Educational Psychology and Guidance, Eastern Illinois University

D.V.T.E. Supervisor:

Dr. Charles Hempstead, Springfield, Illinois

Reactors:

Mr. E. R. (Mike) Pettebone -
Director of Cooperative Professional Practice Program, Indiana State University, Terre Haute, Indiana

Mr. Gene Purdy -
Chairman of the Industrial Arts and Technology Department, Mattoon High School, Mattoon, Illinois

Mr. William Spencer -
Director of Industrial Relations, Blaw Knox Company, Mattoon, Illinois

Mr. James E. Stirrett -
Director of Industrial Relations, Firestone Tire and Rubber Company, Decatur, Illinois

Mr. James B. Taylor -
Superintendent of Schools, Newton Community Schools, Newton, Illinois

Ms. Ethel Thomas -
Home Economics Instructor and Previous Teacher Participant, Taylorville High School, Taylorville, Illinois

Invited Guests:

Dr. Dayton Chase -
Department of Business Education, Eastern Illinois University

Dr. Charles Joley -
Coordinator of Occupational Education, Eastern Illinois University

Dr. Jack Richardson -
Department Chairman of Health Education, Eastern Illinois University

Dr. Leonard Wood -
Director of Cooperative Professional Practice Program, Eastern Illinois University

Teacher-Participants:

Ms. Phyllis Barnes -
Business Education Department, Shelbyville High School, Shelbyville, IL

Ms. Lena Bayer -
Home Economics Department, Oblong High School, Oblong, IL

Ms. Jo Blair -
Business Education Department, MacArthur High School, Decatur, IL

Mr. Byron Boyer -
Industrial Arts Department, Newton High School, Newton, IL

Mr. Dwight Brown -
Industrial Arts Department, Westville High School, Westville, IL

Ms. Eloise Carrell -
Home Economics Department, Newton High School, Newton, IL

Ms. Jane Casey -
Home Economics Department, Newton High School, Newton, IL

Mr. Dan Cleaver -
Industrial Arts Department, Lakeview High School, Decatur, IL

Ms. Vicki Cleaver -
Health Education Department, Neoga High School, Neoga, IL

Mr. Stanley Duzan -
Industrial Arts Department, Mattoon High School, Mattoon, IL

Ms. Shirley Harder -
Home Economics Department, St. Elmo High School, St. Elmo, IL

Mr. Jerry Holmes -
Business Education Department, Martinsville High School, Martinsville, IL

Ms. Lois Hosier -
Business Education Department, Oblong High School, Oblong, IL

Mr. Gary Hunter -
Agriculture Department, Casey High School, Casey, IL

Mr. Dennis Hutchings -
Guidance Department, Oblong High School, Oblong, IL

Ms. Saundra Motycka -
Health Education Department, Okaw Vocational Center, Vandalia, IL

Mr. Jerry Newell -
Industrial Arts Department, Mattoon High School, Mattoon, IL

Mr. Tom Niksech -
Agriculture Department, Mattoon High School, Mattoon, IL

Mr. Mike Schafer -
Industrial Arts Department, Newton High School, Newton, IL

Mr. Doug Shimp -
Industrial Arts Department, Sullivan High School, Sullivan, IL

Ms. Phyllis Smith -
Home Economics Department, Brownstown High School, Brownstown, IL

Ms. Jean Sullivan -
Guidance Department, Argenta High School, Argenta-Orenta, IL

Mr. Larry Waggoner -
Business Education Department, Sullivan High School, Sullivan, IL

Mr. William Walters -
Business Education Department, Findlay High School, Findlay, IL

Ms. Mary Lou Watkins -
Home Economics Department, Vandalia High School, Vandalia, IL

Mr. William L. Wendling -
Guidance Department, Altamont High School, Altamont, IL

# APPENDIX D

## RESPONSES OF TEACHER-PARTICIPANTS REGARDING INSERVICE WORK EXPERIENCE

INSERVICE OCCUPATIONAL EDUCATIONAL PROJECT
WORK EXPERIENCE EVALUATION

Question: Did your experience provide educationally meaningful experiences? Excellent 5 4 3 2 1 Poor

*5 = 23*
*4 = 2*

Question: Indicate how well you feel you met your program objectives as described prior to enrollment in the project.
Excellent 5 4 3 2 1 Poor

*5 = 15*
*4 = 9*
*2 = 1* (Teacher who recorded a 2 was limited in work activities due to union regulations.)

Question: In what ways do you feel your participation has helped improve an understanding of your field?

*I feel that I now have more information to acquaint the students with the work world. That I am more familiar with new equipment and what the employer expects of a typist.*
*Participation in this project has given me better insights and understanding of agricultural machinery, businesses, and job requirements. It has also improved my mechanical skills in teaching and repairing agricultural machinery.*
*Kept me abreast of drafting innovations and innovations in home design and construction.*
*It gave me the basic skills I needed in wiring and plumbing a house.*

Question: What specifically did you learn that you can apply to classroom instruction (new skill or knowledge)?

*Slide program including new programs such as Peabody Learning Lab. New forms per type of child care career. First hand experience to describe terms used in class.*
*Sewing shortcuts used in home sewing that were new. Principles and skills which students need.*

---

NOTE: 1. Twenty-five responded; one participant had not completed his program at this time due to a month long business strike.
2. The responses were too numerous; therefore, only some statements expressing views of teacher-participants are listed.

*Addition of blueprint reading in a complete course. Involvement of counselor in placement with industries. Establishing a meg welding program. Re-evaluate weld testing techniques. Speed up the introduction of metric system.*
*Apprentice program information, job classification, and current pay scale.*
*Materials obtained for class use include prints, materials slide presentation.*
*Learned about business aspects of the medical and legal fields which will allow me to introduce a medical unit and can update the legal unit for typists.*

Question: Do you feel that you had a unique or very positive experience with a job supervisor, employer, or employee at one of your stations (may show how business/industry willingness to participate in this type of program)?
YES *24* NO *1*
If yes, please describe.

*I developed a very good working relationship with managers, servicemen, mechanics, etc., which will be valuable in the future.*
*Every place that I went was very receptive and offered almost any material that I wanted. Many offered to come to Neoga as guest lecturers.*
*I really feel Moore Company went out of their way to make me welcome and part of their operation.*
*Firestone and Chanute AFB are very willing to cooperate with Education.*

Question: Have you identified other experiences you would desire to pursue as part of a continuing program of inservice education?

*I would like more experience in the upholstering field and other places of business.*
*I have just begun to scratch the surface in contacting the employers in Crawford County.*
*Mechanical experience and machinery repair and set-up.*
*I would like to work in some other businesses--such as banks, legal and medical offices.*

Question: Can you relate other benefits you received that you have not already mentioned?

*Found most secretaries fired because of personality clashes and not lack of skill.*
*Being able to tell the class that this is the way I found it in the world of work.*
*A good deal of good public relations was brought about for my school and myself by participating in this program.*
*Personnel directors are now aware of my interest in vocational guidance and will be valuable contacts for me in the future.*

*My experiences really stimulated my interest further in health careers. I wanted to organize a health career library, so I wrote to many agencies requesting information.*
*I have gained some new "friends" in the community who have indicated a willingness to help the school if they may.*
*When I worked at the foods service area, the students and community people seemed to be interested in what I was doing. I thought this was good public relations with students and adults.*
*Learned of other child care careers in the community. Realized the vast differences in these careers and the part socio-economics plays.*
*I found that business has same problems that the school has: Dependability, attendance, and care of property.*

Question: Were there any problems that developed relative to your participation? YES 3 NO 22
If yes, please explain.

a. Job supervisor or training supervisor
b. Fellow teachers
c. Local administrators or school board
d. University personnel
e. Others

*I wanted to work more in the job situation and union rules would not permit.*
*Job supervisor had a heart attack.*
*Fedders closed. Local administrators said I could complete on my own time.*

Question: Would you change the arrangement among participating groups, university, LEA, and business/industry? YES 1 NO 24
If yes, please explain.

(No explanation of "yes" response.)

Question: In what ways could the training period have been changed and your experience improved?

*Worked, but better if worked more. Safety rules hindered working in data processing.*
*A working agreement should be reached with the unions.*
*It was a little hard for me to get to these 4:30 a.m. assignments, however, I realize that you have to work at the time when the production is being done.*
*It would have been better to spend a longer time at the stations. There was so much to see in the hospital that I could have spent a week in each department.*

Question: Would you participate in a similar study again?
YES 25 NO ____
If no, please indicate reason.

Question: Do you feel that your local school board and administration would financially support a similar study (cost of substitute)?
YES 11 NO 10
(Four answered maybe.)

Question: Would you have participated if it meant completing on your own time during the summer?
YES 22 NO 3
(One answered maybe.)

If no, what would have been necessary in the way of incentives?

____payment of course credit
____arrangements made with business/industry by someone else
____travel expenses paid
____small payment for each day
____others

*Child at home during the summer.*
*I probably would have paid for a course of this type. This was the most beneficial class I have ever had. The motivation and enthusiasm it gave was great. I needed the up-lift. Students were interested.*
*Today I feel like I would but next summer I would probably say that I had to spend the time with my two children.*
*Payment of course credit would be an extra incentive.*

Question: Would you have desired more hands-on experience?
YES 13 NO 12
If yes, what are your suggestions on how this could have been accomplished?

*I think a period of hands-on experience every three years in different areas would be desirable.*
*More time at each training station.*
*I was allowed to work in every situation that I planned.*
*Business should realize you are there to work and not just observe.*
*Arrangement with industry on a permanent basis.*
*A working agreement should be reached with the unions.*
*The only way I know would be more time.*

Has your relationship with this employer or job supervisor developed so that this station or personnel from this station will be utilized in further development of the school or occupational program? If yes, please explain.

*Used Mr. Rich in a college and career day at Oblong High School.*
*Training station for my child care students.*
*Use material from Federal Land Bank in classroom.*
*Will invite Federal Land Bank representative for classroom instruction or speakers.*
*Loan procedure and application will be used in class. Will invite a Production Credit Association employee for classroom instruction.*
*We are now able to take my class to observe.*
*He offered to help by speaking to my class and also offered for me to bring my class for an on-site experience.*
*Developed slide program and excellent site for field trip.*
*Invited my FHA group to hold meetings in her place of business and observe and work with children.*
*Any help I need can be asked of these people and they will respond.*
*I am going to run a comparison of absences of students with their parents who work at Firestone. One of the employees is going to work with me on this project.*
*Invited to come back and use any tests, etc., also asked class to visit.*
*Field trip arranged for spring.*
*Plan on a tour for our science class.*
*Have scheduled GATB test for seniors in March.*
*Have asked them to present their program to our seniors in January.*
*Since this business is in our school district, they are willing to provide machinery for our classes, and to provide technical advice and assistance as needed for curriculum planning and repair jobs.*
*The supervisor is going to assist me in making up a medical terminology list.*
*He will be used on my advisory committee.*
*Films presentation available, speakers, tours, and literature available.*
*Will incorporate a field trip in next semesters plans.*
*Marathon is very cooperative in all areas in assisting public schools-field trips and speakers.*
*They are going to provide me with a production film listing.*
*Field trip will be planned later this year with managers help.*
*We will use the Health Dept. for the students in the Greenville, Mulberry Grove area to work this year. We will use personnel for future speakers for the class.*
*We will use Golden Manor as a work station for the students. One student gained employment after school as a result of my experience.*
*We will use the hospital for the first time this year for a student work station.*

## TEACHER-PARTICIPANT EVALUATION OF EMPLOYER

Each teacher-participant was asked to appraise each job station which they were scheduled. This sheet identified employers and job supervisors who might be willing to cooperate again if requested, and described the types of activities one might accomplish at the work stations. Their statements identify some of their hands-on work experiences and how business/industry has assisted them.

Describe briefly the general nature of your work and mention any specific duties or responsibilities assigned to you.

*Striped chair-helped on Victorian chair-stapled, helped hold material.*

*Operated power machine sewing bands for slacks-operated other machines including button hole maker-took pictures and helped inspect.*

*Mailing Department-routing the mail, distributing; Advertising Department-collecting advertisements for salesman, mailing and folding advertisements; Store Clerk-marking sizes and prices on clothing, helping customers, and displaying clothing.*

*Learned how to plan menus and special diets.*

*Observation of industrial sewing-operated one machine for 1-1/2 days-under Mrs. Duffek's supervision I made 3 garments-Clerical responsibilities-making sales receipts-operating cash register-measuring fabric.*

*Typed rough drafts, finished forms, and various legal papers-time spent observing the IBM Mag Card Selective typewriter.*

*Most emphasis was placed on obtaining information useful in curriculum planning and classroom instruction-power train assembly of 150 H.P. tractor-rebuilding 150 H.P. diesel combine engine and installation-repair hydraulic valves on end loader-assist machinery set up men-power shift tractor transmission (observed)-installation of turbacharger kit on tractor (observed).*

*Observing die maker, correlation of fixture jigs on assembly line. Learning what a tool maker does upon receiving print and beginning work.*

*Operated a sorter-used the keypunch-Carlene Pennel helped me write a program and I ran the program.*

*In the x-ray department and physical therapy department, I assisted with the patient care.*

*Helped to reupholster a sofa-"tore down several chairs"-used sewing machines-helped to lay carpet at a residence.*

*Working with computer operator, keypunch operators, and the general bookkeepers in each accounting area.*

*I worked with the Aide and did PT care, baths, making beds, treatments, feeding, etc.*

*Checking application form for accuracy and completion-make real estate appraisal.*

APPENDIX E

FOLLOW-UP QUESTIONNAIRE

RESPONSES FROM 11 PARTICIPANTS WHO COMPLETED

WORK EXPERIENCE PROJECT LAST SPRING

INSERVICE OCCUPATIONAL EDUCATION PROJECT
EASTERN ILLINOIS UNIVERSITY
FOLLOW-UP QUESTIONNAIRE

Inquiry: Place an X on the line at that point which best describes your feelings about your work experience activities last spring.

```
    . ...
    . . ...
I   . .     I          I          I          I
Excellent   Good       Mediocre   Disappointing   Unsatisfactory
```

Question: If given the opportunity, would you participate in a similar study again? YES 10 NO 1

If yes, please indicate the activities you would desire to pursue.

*Ornamental Horticulture*
*Would like to participate in similar activities concentrating on skill development!*
*I would like to spend more time at a particular training station.*
*A large retail situation - some advertising and display.*
*Metal machining, sheet metal, mechanical drawing and architectural drawing.*
*Fabrication Welding, Construction Welding, Pipeline Welding*
*Greenhouse operations*
*Occupational Education Administration*
*Drafting*

Question: Have you completed any other similar type of activities on your own since participating in this project: YES 6 NO 5

If yes, please describe.

*I worked two weeks at Lyman's Implement Co. during the summer.*
*One week at Mt. Sinai Hospital in Chicago - laboratory exploration (ACS).*
*I have taken inventory for a small retail firm.*
*Worked for Shrock's during the summer.*
*I applied for and received the position as manager of the weekly dinner meeting of the local Kiwanis Club.*
*As co-owner, I have established a sports store.*

Question: Do you have specific plans to gain other types of observational or hands-on experience in the future? YES 5 NO 6

If yes, please describe.

*In the field of ornamental horticulture*
*Will be observing and participating in LPN program at Parkland*

*Working with Mississippi Structural Steel in Decatur testing weld specimens*
*Visit nurseries, greenhouses, design some institutional landscapes*
*Work for the National Restaurant Association*

Question: Did your activities have some effect upon your teaching responsibilities?

| | |
|---|---|
| Class Presentation | 9 |
| Class Discussion | 11 |
| Student Supervision | 7 |
| Employer and/or Job Supervision Relations | 11 |
| Other: Job Placement | 1 |

Question: How valuable were those experiences to you as compared to a regular university course? Please check one.

| | |
|---|---|
| Greater value than a course | 10 |
| About the same value | 1 |
| Less valuable | |

Question: Would you recommend others to participate in this project? YES 11 NO ___

Question: As a result of your activity, have other teachers revealed the desire to seek work experiences? YES 8 NO 3

Question: Have you developed any specific instructional materials as a result of this program? YES 8 NO 3

If yes, please describe.

*Career curricula - specific knowledges - expertise vital in each laboratory position.*
*I have a unit in retailing dealing with pricing.*
*Slide presentation of the garment industry.*
*Have made a mitre attachment to the circular saw and am converting a drafting table to a framing table.*
*Making test plate fixtures (same as Caterpillar used) to test student's welds.*
*Shop set up.*
*Tour at St. John's Hospital in Springfield for my class.*
*The slide presentation I developed.*
*Personal experiences that I can relate to my class.*
*Materials secured from visitation, such as 4-color negatives, paper samples, trade literature and miscellaneous items are being used in the Graphic Arts classes.*
*I can develop more realistic evaluation instruments, job descriptions, and outlines of specific duties. Still interested in developing additional aids.*

Briefly, in your own words, state how your participation in this project helped you professionally (class presentation, discussion, supervision, employer relations, etc.). When possible, give specific examples of work activities that influenced your teaching.

*I gained experience in welding which I have used a great deal in my welding program. I haven't had a chance to use any experiences which I gained from the implement company. I have been able to use examples that I observed in other business. I used a field trip to "fall" a tree with my orientation class.*

*Learned corrective exercise routines which I am able to teach the students prior to their clinical experiences. Was taught basic laboratory skills which in turn can relate to students.*

*My training participation has given me a better understanding of the various training stations, in terms of what is expected of trainees on the job, and the skills required of trainees in order to be successful.*

*Class presentation - human relations - can better teach ways to deal with customers, fellow employees, and boss after experience in the situation. Same is true of pricing, stocking, buying, displays, and advertising. After experience I can readily see what merchandise sells and doesn't sell.*

*In discussing certain areas of Horticulture with my classes I had to rely on second-hand knowledge; knowledge I could pick up from books, other people, etc. I needed the first-hand experience for myself. I got that experience, especially working on the landscaping crew for Wandell's and in the greenhouse at the Mattoon Flower Shop.*

*As a result of the work experience, I developed a slide presentation. The manager of Felicity Fashions has offered to loan the clothing construction class an industrial sewing machine, and the supervisor has offered her services as an instructor. This project certainly improves ones relationship with industry.*

*Briefly, I think that this project helped me to appreciate the role of employees. As a result I have re-evaluated my thinking as to the attitudes and information necessary to succeed in the cabinet making area.*
*Using the equipment at Shrock's has also given direction to the implementing of the cabinet making program at Mattoon Senior High School for the future.*
*Specifically we need - framing machine, air powerguns (staple and nail), tape machine, overhead router, and holding attachments for routing.*

*It enabled me to see what was going on in industry and what was required of a student. The new methods and equipment used, etc. Employer relations have been great with Caterpillar. It has opened the door for use here at the A.V.C. Vocational Center for placing the students on the job.*

*We have made test fixtures the same as they use at Caterpillar and this has made a wonderful project on which the students may work.*

*I was able to observe people at work in the different departments of the hospital and can now relay factual information that I have seen to my students instead of reading about it and trying to explain the many job opportunities. This will help in career explorations as well as trying to prepare the students for on-the-job experience.*

*Being able to take pictures helped me recall a lot of things that I could not possibly get in writing.*

*I received a great deal of information about what to expect from the student and how to handle the supervisor-student-teacher relationship.*

*Specific help came in the areas of supervision of work and types of work to be done by students. A broadened knowledge of the Graphic Arts industry as a whole has been of immeasurable help, i.e., knowledge of processes, procedures, types of work being done, job capabilities and possibilities, and new equipment in use. Production techniques are used as in industry to some degree, depending on our limitations.*

*Public relations is an important part of the teaching profession. Since starting the new program in graphic arts, I have been invited and have accepted the invitation to speak at both Rotary and the American Business Clubs. I have managed to put in a plug for the DVTE Program at both engagements. Things are going well and I feel this is due in part to the experience received from this program.*

*Participation in this project helped me professionally in class presentation because I took slides which I used in class to show exactly what I did and how a job was to be done in food services and child development. My freshman class is field testing materials for McKnight Publishing Co. in food services and hospitality careers. My work activities at the Ramada Inn in gourmet foods helped me present the food service units in the field testing.*

*It helped in the class discussion because I had had first hand experience in working in food services and child development which made me more enthusiastic in the discussions. I was better prepared to answer specific questions that students had.*

*My principal has given me more authority as a result of my participation in this program and he recently sent a beginning teacher to me for advice as to how to stimulate interest in his class and also how to develop an occupational class in a small school.*

APPENDIX F

A SAMPLE REPORT

ONE TEACHER-PARTICIPANT REPORT

TO HER LOCAL SCHOOL BOARD

# IN-SERVICE

# WORK EXPERIENCE

FINAL EVALUATION
DECEMBER 14, 1974

MRS. JANE CASEY
NEWTON H. S.
NEWTON, ILLINOIS

December 12, 1974

Board of Education
Jasper Community Unit Dist. #1
Newton, Illinois

Dear Board Members:

Thank you for granting me the opportunity to take part in the work experience program offered by Eastern Illinois University and the Division of Vocational and Technical Education.

The forty hour work experience was most beneficial as I had had no previous industrial experience; and, while I have worked in business, there are many things that have changed in the years since my employment. In addition, I learned many skills and facts which I can take back into the classroom. I especially feel that the emphasis of my experience on local career opportunities will help students to associate more closely and be able to recognize the skills emphasized are those required of prospective employers.

Because of the professional and personal growth I feel that I have made, I would encourage the Board of Education to consider courses of this type for all vocational instructors, especially those with a minimum or outdated background in occupations related to subjects which they are currently teaching.

In my opinion, the in-service education is more practical to vocational instructors than many graduate classroom courses. The work experience has given me new insight and an opportunity to learn and update the skills and practical knowledge which are important to teaching occupations courses.

Following is a synopsis of the in-service work experience.

Objectives of the experience.

At the beginning of the project, these objectives were established:

1. To become aware of possible gainful employment situations in our community requiring utilization of sewing skills.

2. To familiarize the teacher with sewing methods used in a variety of occupational situations.

3. To develop a unit of study relating to sewing careers in our community.

4. To prepare an effective teaching tool based on experience gained in the work situations.

5. To encourage communication between vocational and professional persons with similar skills and interests.

Activities during the work experience.

As I will be teaching a course entitled Sewing for a Profit II during the spring semester of 1975, I chose to concentrate my experiences in the area of sewing related occupations. All forty hours of the experience were in this area.

Twelve hours employment were in retail sales at Sew Simple Fabrics in Newton. The experience gained here was primarily related to serving the public and to the business operations, both managerial and clerical, of a retail establishment.

During the twelve hours spent with a local seamstress, Mrs. Marie Duffek, I learned about the variety of sewing and business skills required of a home seamstress. Several patrons came by for fittings and to leave materials for new garments, giving me a complete picture of this business. Part of my responsibility in this situation was to construct several garments.

The remaining two days of the experience were spent at the E. R. Moore Company in Newton. First, a job application form and skills test required of all applicants was completed. When this was finished, I was given a tour of the plant to observe the processes and machines used in the construction of caps and gowns, P. E. uniforms and warm-up suits. A period of observation followed during which I mingled with employees, learning from them about the work processes and skills in which they were involved. I was then assigned to a "floor lady" who instructed me in the operation of a serging machine. For the remainder of the experience, I worked as a serger completing the serging operation on about 400 P. E. uniforms. As pay is based on a minimum salary plus production (piece work), my goal the second day was to become as fast and efficient as possible. By the evening, my skills had improved enough to cut 30 minutes production time per bundle of work.

From both the Moore Company and Sew Simple Fabrics experiences, I gained further insight into employer/employee and supervisor/worker relations. Both situations provided information about problems of and with new employees.

Classroom experiences resulting from in-service education.

As a result of the experience, I have compiled a slide presentation to be used in Sewing II classes. The set emphasizes employment possibilities within our community where sewing skills are used.

In addition, I have established clear guidelines for developing an advanced sewing program which would provide students with skills necessary for employment.

Following this experience, I feel that I am more adequately prepared to supplement textbook information with practical learning experiences to provide students with more usable training.

Subject to approval, field trips will be taken to E. R. Moore and Sew Simple Fabrics so that students may observe the "world of work" first-hand.

Again, I am grateful for the time allowed me for this experience.

Sincerely,

Jane M. Casey

APPENDIX G

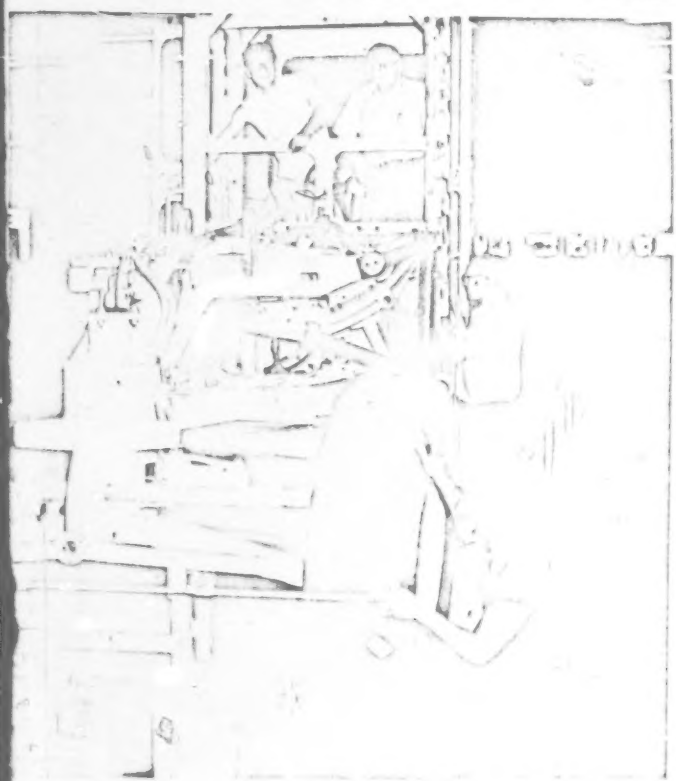
REPORT OF INSERVICE COOPERATIVE EDUCATION PROGRAM

IN THE CATERPILLAR® BLADE

CATERPILLAR
# BLADE

monthly newspaper published for the folks of CATERPILLAR, Decatur, Ill.

Vol. XIV, No. 5 May, 1974



ame comes
The No. 120
ny, Cater-
design of grader, produced in Decatur when the plant was opened in 1955, has been phased out and replaced by the new articulated machines. (See Back Page For Related Picture.)

*Weld Training Observed*

## Teacher Grades Class

For 27 years George Brown has been a welder or a welding instructor, but during two weeks in April this skilled craftsman came to Caterpillar in Decatur and played the part of a student.

"I wish I could start my welding career again with the basic skills and information that welding trainees begin with at Caterpillar. It's a great opportunity for any young person to learn a trade," Brown commented.

George Brown

In his role-playing, Brown spent two weeks as an observer of classroom and shop methods used by Caterpillar to train welders. He was one of 12 occupational teachers and counselors from around Central Illinois participating in a special training program through the State Division of Vocational and Technical Education and Eastern Illinois University.

The program is designed to encourage instructors to get out of the classroom and into business and industry to help keep them abreast of accelerating changes in technology, manpower needs, and skill demands.

Brown took the written tests the students had and observed the training instruction and practices in the shop. His reactions? "It's the best."

"I've done welding on pipe lines, construction work and in industry, but Caterpillar is looking for the finest quality it can get. It can ask for the best because it offers the best in equipment, working conditions and training," he emphasized.

"The low turnover rate among employees has to tell others that Caterpillar is a good place to work," he said. After two weeks at Decatur Plant he said it was obvious to him that the Company "cares about its employees."